



# Assess Needs

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Gail Hughey, Dan Luciani, Chris Todd**

# MICIP Mindset - A Shift In Thinking

Continuous Improvement



Whole Child



Systems Thinking

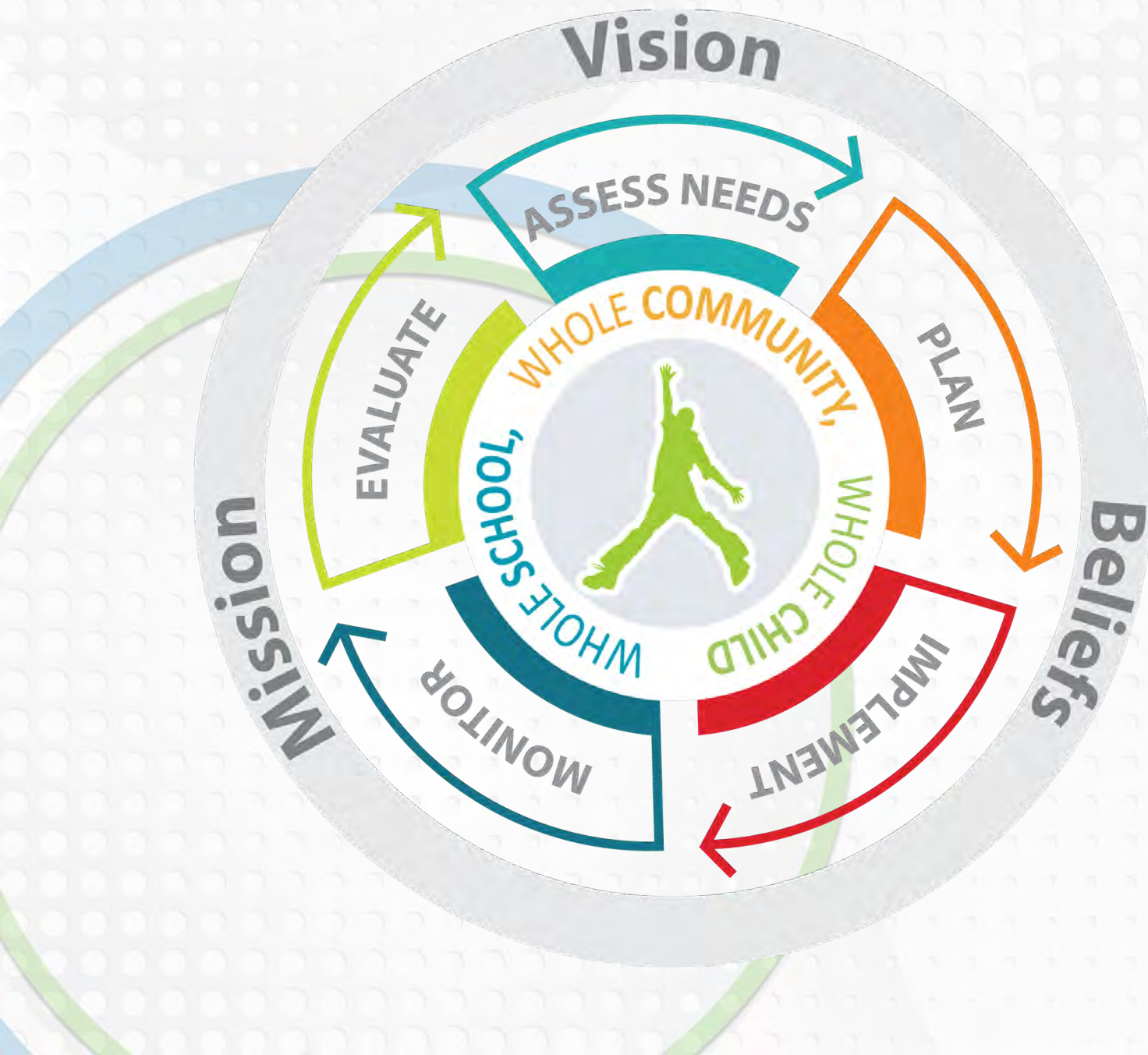


## + Equity

Opportunities, Environments, and Supports







**MICIP is operationalized through the Michigan Continuous Improvement Cycle.**

**Assess  
Needs**

**ASSESS NEEDS**

**WHOLE SCHOOL,  
WHOLE COMMUNITY,  
WHOLE CHILD**



# How Do You Feel?

Think of your previous work with continuous improvement. Now think of this upcoming year and the work that lies ahead.

*Which image most represents how you feel now?*

Type your number(s) and why in the chat.

1



2



3



4



5



6



7



8





# Before you get started

What is in place so that you can start the assess needs process?



# Assembling the Team

- Are **essential and diverse perspectives** represented on the improvement team?
- Do team members have the necessary **knowledge and skills** to engage meaningfully with the continuous improvement process?
- Are team members **committed** to continuous improvement?



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# Working as a Team

NORMS

**Districts** should establish and communicate:

- Expectations for team members
- Team norms

**Team members** should be knowledgeable about and familiar with:

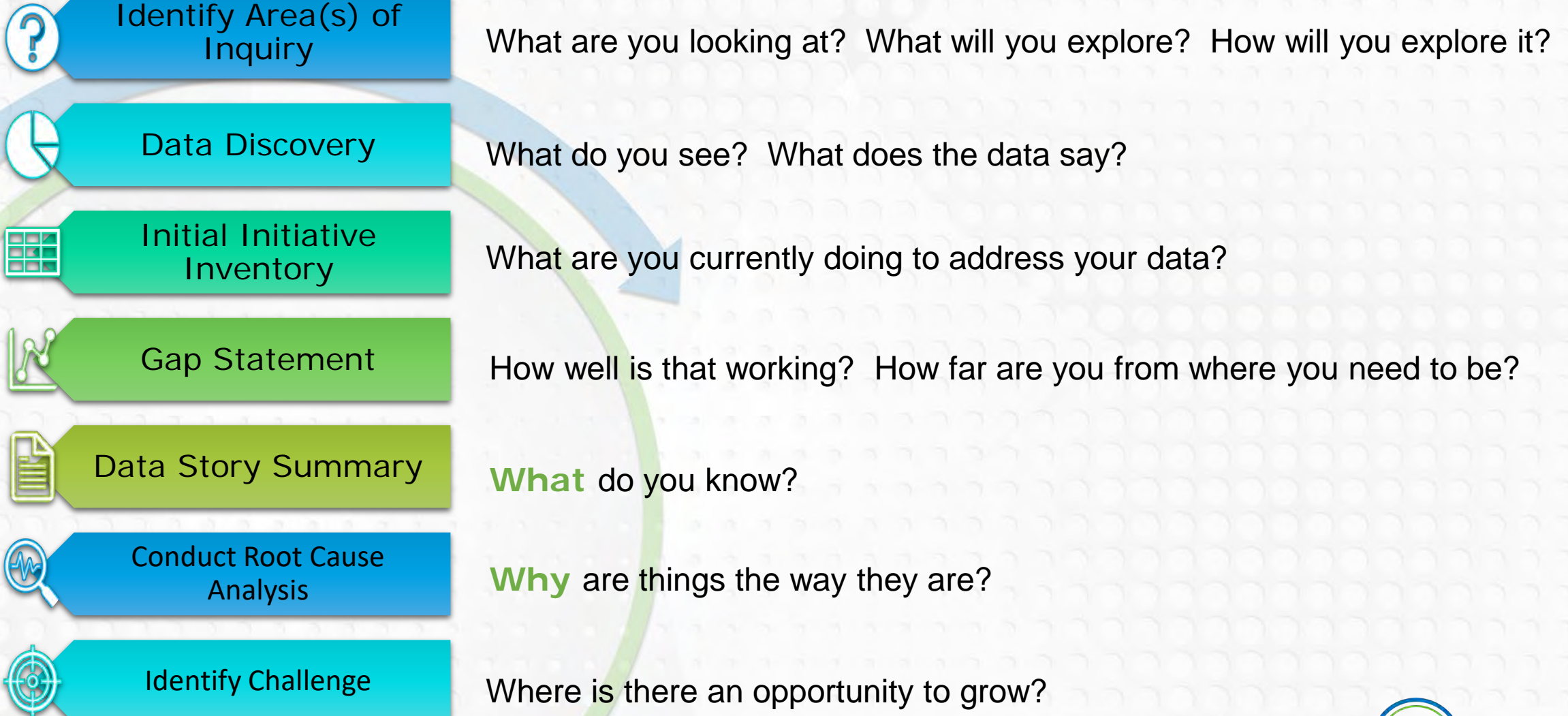
- The district vision, mission, and beliefs
- The continuous improvement mindset, process, and platform

**Districts and team members** will need to consider:

- Change processes and their impact the continuous improvement process
- Multiple sources and types of data and how data will be used
- How decisions will be made and communicated
- How to ensure diverse perspectives are given equitable voice/attention



# The Assess Needs Process





# Identify Area(s) of Inquiry

## INITIATING INQUIRY

What data will you explore?

- Explore topics that are related to the District Mission, Vision, Improvement or Strategic Plan using a variety of resources
- Use prior knowledge to connect to previous improvement plans and areas of inquiry
- Wonder and ask questions around educational needs of the whole child and our systems that support their needs.
- Consider using a strength-based approach, so that you can consider your root cause of success, as well as areas you may want to improve





# How will you explore your area of inquiry?

## Protocols and Processes

- Sort, prioritize, and reframe questions, to determine the focus ('big') question that you wish to pursue
- Safely share thinking and questions with each other
- Make connections between current and previous areas of inquiry
- Discuss possible ways to learn more
- Make predictions about possible outcomes or answers



# Chat Share

What effective processes and protocols are you currently using in your district?

*Remember, your protocols should...*

- Sort, prioritize, and re-frame questions, to determine the focus ('big') question that they wish to pursue
- Safely share thinking and questions with each other
- Make connections between current and previous areas of inquiry
- Discuss possible ways to learn more
- Make predictions about possible outcomes or answers





## Example:

- Our district mission is to ensure all students are equipped with the necessary skills to become productive citizens.
- Our district improvement plan reflects that mission with a goal to ensure at least 85% of our students demonstrate ELA proficiency by 2021 as measured by state assessments. This goal has been in place for several years.
- Initially our literacy scores showed significant increase in percent of students proficient. Literacy scores have plateaued over the last few years.
- Monitoring data of the strategies associated with this goal show that we are still implementing them with a high degree of fidelity.

**We are curious to learn more about the change in productive growth in the area of literacy.**



# Data Discovery - What do you see?

## Select

- Data sets to create data stories - including all aspects of the whole child, and systems data

## Analyze

- Data, looking for patterns and trends

## Additional Data

- Identify, collect, and analyze additional data not in the system (if any)

## Summarize

- Data findings – What does your data say?



# The Platform

Current Data



**MICHIGAN  
DATAHUB**

Historical Data



Local Data



# Types of Data and Data selection choice

## Academic

What data might be available other than State Assessment Data?

What real-time data do you have? Think short-cycle data...

## Non-Academic

Especially considering today's environment, what data do you have available that tells the story of your students?

## Systems

What data do you have available that informs you about processes or systems you have in place that might affect your area of inquiry?



# Systems Frameworks

Strand	Standard	District Indicator	Guiding Question
Strand I: Teaching for Learning	Standard 1: Curriculum	Establish and Ensure Support for Curriculum	How does the district leadership support the development and implementation of an aligned curriculum?
	Standard 2: Instruction	Establish and Ensure Support for Instruction	How does the district leadership support high quality instruction for all students?
	Standard 3: Assessment	Establish and Ensure Support for Assessment	How does district leadership ensure and support a balanced assessment system?
Strand II: Leadership for Learning	Standard 4: Instructional Leadership	Establish and Ensure Support for Instructional Leadership	How does district leadership ensure that all leadership has the knowledge and skills to attain the shared vision?
	Standard 5: A Culture for Learning	Establish and Ensure Support for a Culture for Learning	How does district leadership model and support high expectations of learning for all?
	Standard 6: Organizational Management	Establish and Ensure Support for Organizational Management	How does district leadership ensure that district systems and resources are aligned to support the vision?
Strand III: Professional Learning	Standard 7: Professional Learning Culture	Establish and Ensure Support for a Professional Learning Culture	How does district leadership model and support a collaborative learning culture?
	Standard 8: Professional Learning System	Establish and Ensure Support for a Professional Learning System	How does the district's system for professional learning support educator effectiveness that results in increased student achievement?
Strand IV: School, Family and Community Relations	Standard 9: Communication	Establish and Ensure Support for Communication	How does district leadership ensure that communications are ongoing meaningful and responsive to the needs and diversity of its stakeholders?
	Standard 10: Engagement	Establish and Ensure Support for Engagement	How does district leadership establish and support family involvement and community partnerships to support the learning of all stakeholders?





# Data Review

What additional data would be helpful to fully understand all of the factors impacting the identified area of inquiry? Consider Academic, Non-Academic and Systems

## Area of Inquiry

*We are curious to learn more about the change in productive growth in the area of literacy.*

### Achievement Data

- M-STEP 6th grade ELA proficiency scores are at 56%. This cohort's ELA proficiency has been:
  - 5th grade - 56%
  - 4th grade - 48%
  - 3rd grade - 38%
- Writing is the lowest sub-score in 6th grade by 12%.
- Boys are performing 15% lower than girls
- Economically disadvantaged students are performing 30% below non-economically disadvantaged

### Process Data

- Walk through data shows:
  - Literacy initiatives are being implemented with fidelity by 94% of teachers.
  - Students in grades 3, 4, and 5 sit in groups.
  - Students in grade 6 sit in rows.
  - Student engagement is 87%

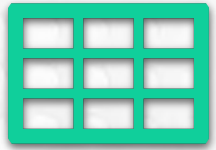
### Demographic Data

- Attendance is at 89% in 6th grade, 92% in 5th grade, and 91% in 4th grade.
- Discipline referrals increased by 12% from 5th to 6th grade.

### Perception Data

- 83% of girls feel challenged academically at school.
- 53% of boys feel challenged academically at school.
- 88% of students feel safe at school.





# What is an Initiative Inventory?

## What have you been doing?

### Initiative Inventory



This tool can be used to guide your team's review of past and current programs to get a clear picture of existing initiatives, mandates, and resource commitments. Information and data collected can be used by the organization when exploring the fit of additional initiatives with current work, guide decision making to make room for new work, and assist with alignment of initiatives.

#### Date of Inventory:

Name of Initiative	Leadership of Initiative (Team and/or Coordinator: Name and Department)	Expected Outcome	Scale of Intended Use (National, regional, targeted population)	Start and End Date	Financial Commitment and Source of Funding (federal, state, grant, or other)	Relation to Organization Priorities & Strategic Plan	Measures of Outcomes	Evidence of Outcomes  What has happened thus far?
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# Initiative Inventory

Identifies initiatives you have in place that are intended to support growth in Your specific area of inquiry.

Example:

## Area of Inquiry

We are curious to learn more about the change in productive growth in the area of literacy.

## Initiative Inventory

- Writing and Word Work
- Paired Reading
- PLCs/Data Dialogues
- Monday Huddles
- 6-12 Literacy Essentials



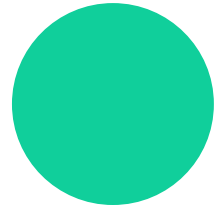
# Gap Statement - How far are you from where you need to be?

Example:

- We want M-STEP ELA proficiency to be at 85%, and it is currently at 56%.
- We want various demographic groups to be equally proficient, and boys are 15% below girls, and ED are 30% below non ED.

- When you consider your original area of inquiry, identify the desired state of where you would like your data to be.
- Write a statement that articulates the gap between your current reality and your desired state.





# Data Story Summary

So what do you  
know?

Data Discovery + Initiative Inventory + Gap  
Statement



# Data Discovery

- M-STEP overall ELA proficiency scores have plateaued at 56% in the 6th grade (0% increase).
  - 56% proficiency in the 5th grade (8% increase)
  - 48% proficiency in the 4th grade (10% increase)
  - 38% proficiency in the 3rd grade
- Writing subscore proficiency is lowest at 42%.



# Data Discovery + Initiative Inventory

- M-STEP overall ELA proficiency scores have plateaued at 56% in the 6th grade.
- Writing subscore proficiency is lowest at 42%.

- We have a balanced literacy program with vetted assessments in place.
- Balanced literacy strategies are being implemented with fidelity.





# Data Discovery + Initiative Inventory + Gap Statement

- M-STEP overall ELA proficiency scores have plateaued at 56% in the 6th grade.
- Writing subscore proficiency is lowest at 42%.
- We have a balanced literacy program with vetted assessments in place.
- Balanced literacy strategies are being implemented with fidelity.
- We are 29% below our target for M-STEP ELA of 85%.
- Proficiency for girls in M-STEP ELA is 15% higher than boys.
- Proficiency for Economically Disadvantaged Students is 30% lower than non-ED.

# Data Story Summary Statement

**The district Balanced Assessment strategy is working better for some students than others.**



# Conduct Root Cause Analysis

Why are things the  
way they are?






# Why Dig Deeper?

Understand systems level causation by:

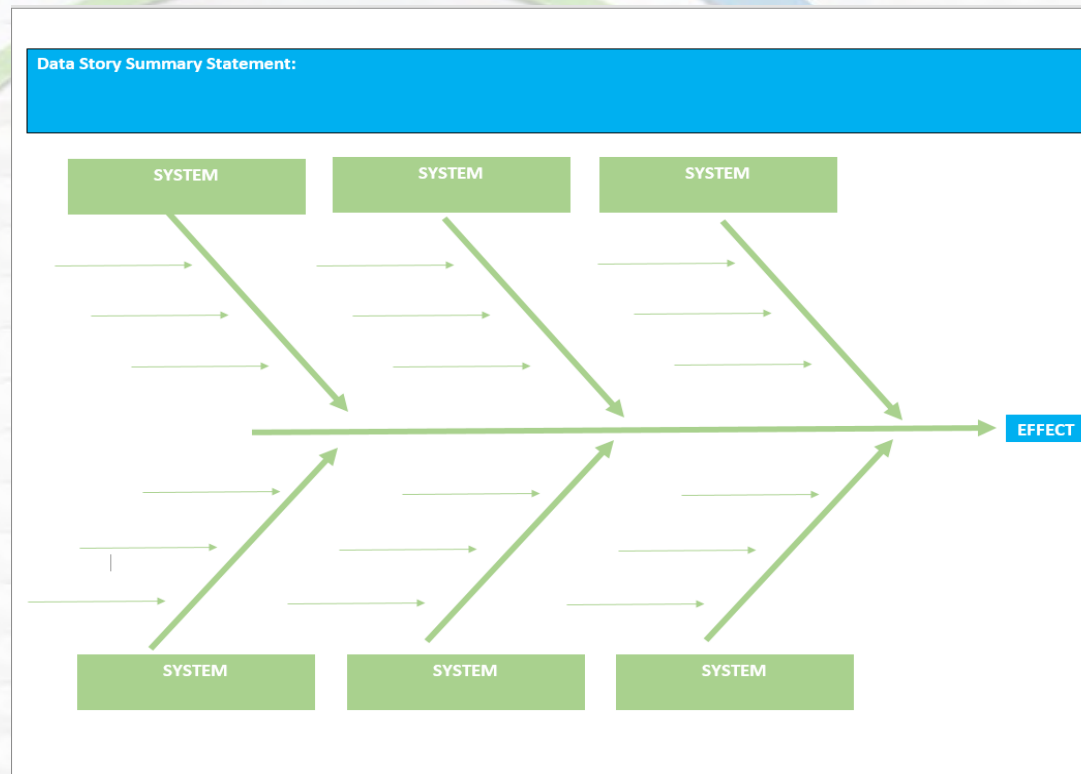
- Addressing equity by considering opportunities, environments and supports
- Eliminating confirmation bias
- Connecting related Whole Child initiatives
- Considering additional data to validate and prioritize findings

# Bringing Data Story Summary Forward

K	W	L
<i>The Balanced Assessment strategy is working better for some students than others.</i>	 <i>Why is the Balanced Assessment strategy working better for some students than others?</i>	

# Getting Started: The Tools

## Fishbone Protocol ([link to template](#))



## 5 Whys Protocol (in MICIP platform)

### Asking Powerful Questions 5 Whys Worksheet

Define the Problem:

Why is it happening?

1.  Why is that?
2.  Why is that?
3.  Why is that?
4.  Why is that?
5.

Caution:

- ✓ If your last answer is something you can't control, go back up to the previous answer on one reason
- ✓ Final answer cannot be because of a person

Reminder:

- ✓ You don't want to list 5 different reasons; you want to go deep on one reason.

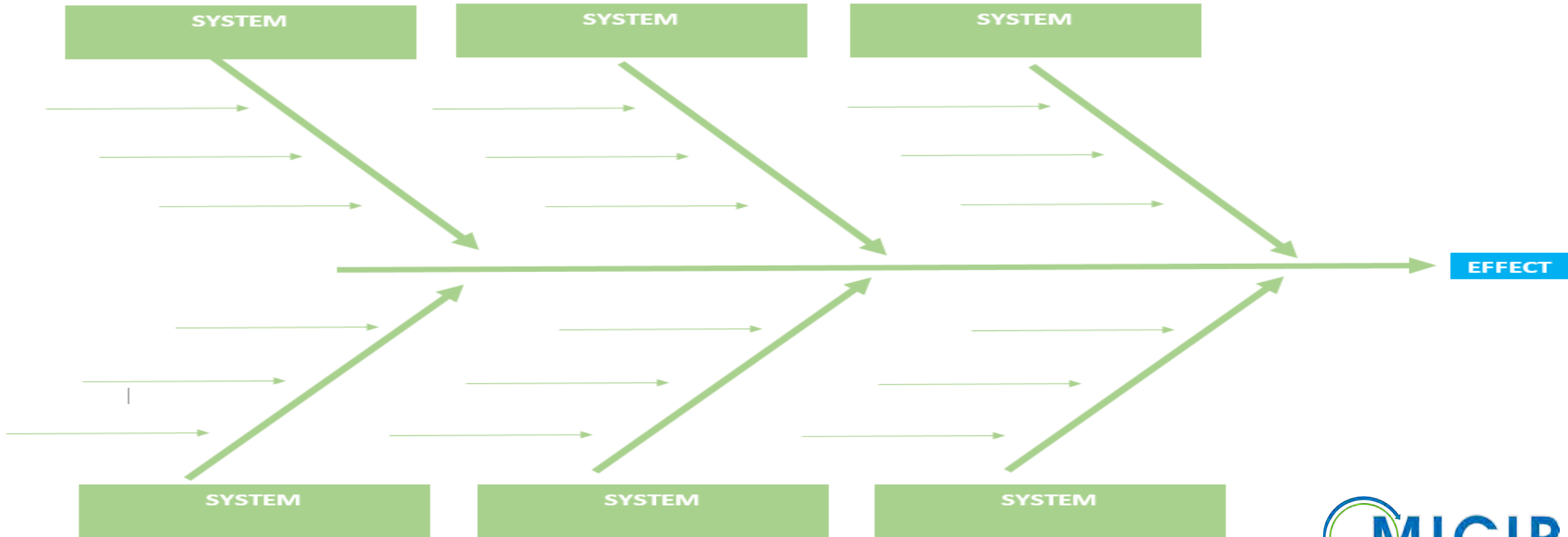
Identified Root Cause:



# Blank Fishbone Template

*One tool available to explore causation*

Data Story Summary Statement:

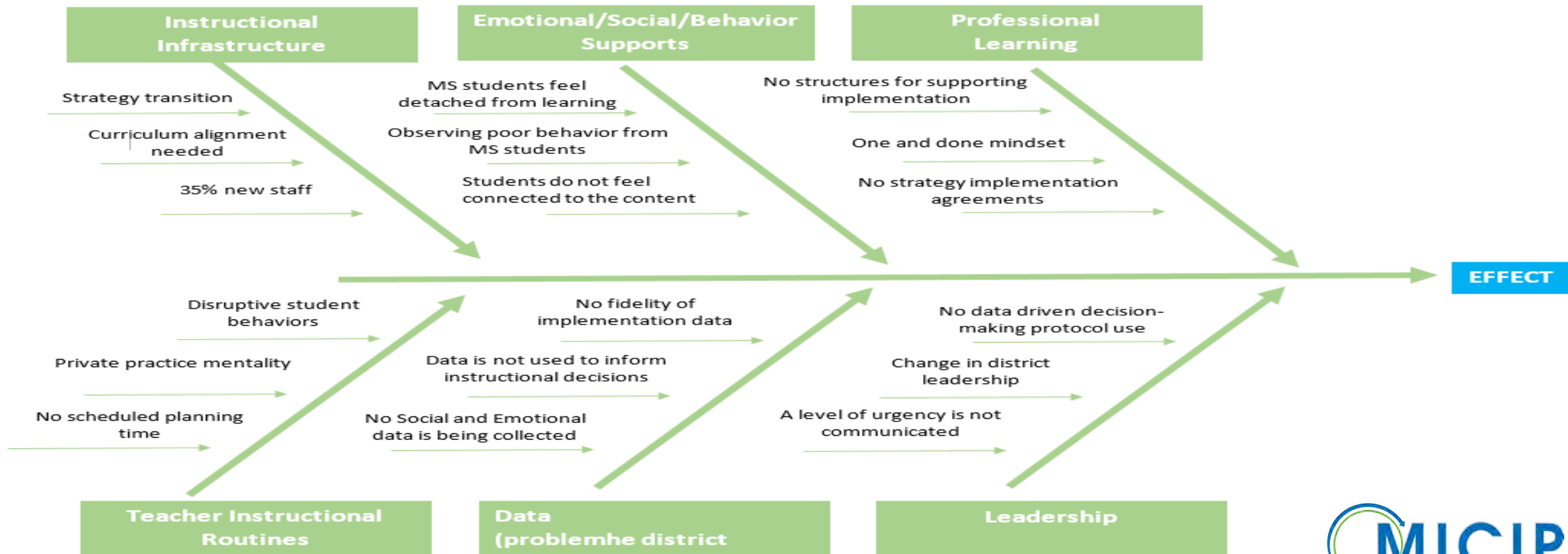


SYSTEM

# The Fishbone Protocol Helps Teams Surface Causation

## Data Story Summary Statement:

The district Balanced Assessment strategy is working better for some students than others.



# Selection

Instructional Infrastructure

Teacher Routines



Emotional/Social/Behavior  
Supports

Data  
(problem solving)

Professional  
Learning

Leadership



# Diving Deeper into One Hunch

*One Tool Available in MICIP...5 Whys Protocol*

## Asking Powerful Questions 5 Whys Worksheet

Define the Problem:

Why is it happening?

1.

Why is that?

2.

Why is that?

3.

Why is that?

4.

Why is that?

5.

Reminder:

- ✓ You don't want to list 5 different reasons; you want to go deep on one reason.

Caution:

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Identified Root Cause:

# Begin with...

## A Hunch

*Based on our Fishbone, we have a hunch that behavior might be impacting ELA achievement results.*

&

## A Wondering

Why is student misbehavior occurring during ELA time?

# *The 5 Whys*

## *Question 1*

Why don't we have a better idea about the student misbehavior occurring during ELA time?

- The district focus had been primarily on implementing the components of a Balanced Assessment Strategy
- Student behavioral data was not collected or analyzed



# *The 5 Whys*

## *Question 2*

### **Why wasn't student behavior data collected and analyzed?**

- The thought was to start small
- The connections between behavior and ELA were not highlighted
- Balanced Assessment series was the focus not Social/Emotional/Behavioral considerations for learning

# *The 5 Whys*

## *Question 3*

**Why was the Balanced Assessment series the focus and not Social/Emotional/Behavioral considerations for learning?**

- Focused on academics and not Whole Child outcomes
- Transition plan from elementary to middle school was not in place--middle school is where the declining ELA scores surfaced
- Middle school behavior did not decline until the past couple years and data indicate that it was impacting student writing

# *The 5 Whys*

## *Question 4*

**Why did middle school behavior impact student writing?**

- Student misbehavior during writing prevented discourse
- A focus on academics not behavior

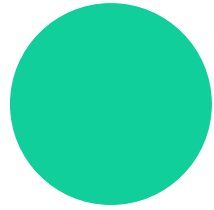


# *The 5 Whys*

## *Question 5*

**Why did student misbehavior during writing time prevent discourse?**

→ Students lacked the self-regulation skills



# Identify Challenge

Where is there  
room for growth?



# “Challenging” Connections

**Students lack self-regulation skills which are needed to engage in deep discourse with each other.**



What additional current initiatives support self-regulation & discourse?



What additional data might provide new insight to this challenge?



# Assess Needs Overview

K	W	L
<i>The Balanced Assessment strategy is working better for some students than others.</i>	<i>Why is the Balanced Assessment strategy working better for some students than others?</i>	<i>Students lack self-regulation skills which are needed to engage in subject discourse with each other.</i>

Root Cause Challenge

# What is Next?





# MDE Resources

[www.michigan.gov/mde-micip](http://www.michigan.gov/mde-micip)



## Professional Learning



### MICIP Mindset

- NIRN Webinar on Implementation Science



- MICIP Overview and Mindset Webinar
- MICIP Overview and Mindset Slides and Speaker Notes (PDF)
- Whole Child: Overview Webinar
- Whole Child: Overview Slides



### MICIP Process

- MICIP Process Overview (PDF)
- MICIP Assess Needs (Recording)
  - MICIP Assess Needs Slides and Speaker Notes (PDF)
  - 5 Whys Worksheet (PDF)
  - MICIP Assess Needs: Connect/Extend Challenge (PDF)
  - MICIP Assess Needs



### MICIP Platform

- Coming Soon

## MICIP Resources

### MDE Resources

- MICIP Master Slide Deck - March 2020
- MICIP Platform Release 1 Features
- MICIP Readiness Checklist
- FAQ from the 2019 Continuous Improvement Conference
- MICIP One Pager
- Whole Child
- How MICIP Integrates the SI Steering Committee Recommendations

### Resources from the Field

- MICIP Team Roster Template

## MICIP Continuous Communication

To search the page to locate a topic covered in a MICIP Continuous Communication, hold the **Ctrl** key to bring up the Find box and type in a word or two. This will allow you to search through the page to find a topic that contains a specific topic without having to scroll through each one.

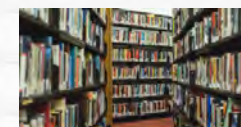
Please feel free to forward *Continuous Communication* to anyone you feel would like to receive updates about MICIP. Visit the [MDE Email Management](#) page to subscribe or unsubscribe from Continuous Communication.



## eNewsletter

Date	Summary of Communication
September 24	MICIP Going Live!; MICIP is ready when districts are ready; Simplify your login process: Get connected to the MiDataHubs now!; Engaging in Continuous Improvement – Determining Targets Dates; Your MICIP Questions Answered; Fall 2020 Michigan Continuous Improvement Conference; Download your PDFs from ASSIST by September 30
September 10	Engaging in Continuous Improvement – Identifying Targets; Your MICIP Questions Answered; Downloading PDFs from ASSIST; Fall 2020 Michigan Continuous Improvement Conference
August 27	Getting Ready to Access MICIP; Engaging in Continuous Improvement – Setting Goals; Your MICIP Questions Answered; Fall 2020 Michigan Continuous

## MDE Email Management page



## Resources







Welcome to the Assess Needs presentation. My name is Nate Beelen and I will be presenting today along with Gail Hughey. This presentation is part of a series of professional learning opportunities as part of the Michigan Integrated Continuous Improvement Process, or MICIP. There are also additional training resources and other tools available on the MDE MICIP website for participant use, more information about those will be provided at the end of the presentation.



Our Assess Needs Presentation stems from The MICIP Mindset. The MICIP Mindset consists of four parts:

- First, Moving from annual cycles of improvement, to engaging in continuous improvement, which includes smaller cycles of continuous improvement within a larger overarching cycle;
- secondly, addressing and leveraging the characteristics of the Whole Child;
- third, ensuring that systems are in place to support actions;
- and finally, being attentive to equity in the provision of opportunities, establishment of environments, and offering of supports.

From the assess needs standpoint, this shift in thinking to new or expanded mindsets would be reflected through the consideration and addition of new or different data points which might better reflect the whole child, systems, and a focus on ensuring equity.



MICIP is operationalized through the Michigan Continuous Improvement Cycle. As you can see; at the center of the cycle is the whole child, whole school, and whole community. It is surrounded by the processes of assessing needs, planning, implementing, monitoring, and evaluating; and contextualized within the district's vision, mission, and beliefs.





Today we will be examining the Assess Needs section of the MICIP Process. By fully engaging with the assess needs process - districts will have met the requirement for a comprehensive needs assessment as required by the Every Student Succeeds Act or ESSA. MICIP renews the emphasis on using a comprehensive needs assessment as the foundation of developing a high quality plan for improvement. The assess needs process within the platform is designed to help support a conversation that will be recorded within the platform.

## How Do You Feel?

**Think of your previous work with continuous improvement. Now think of this upcoming year and the work that lies ahead.**

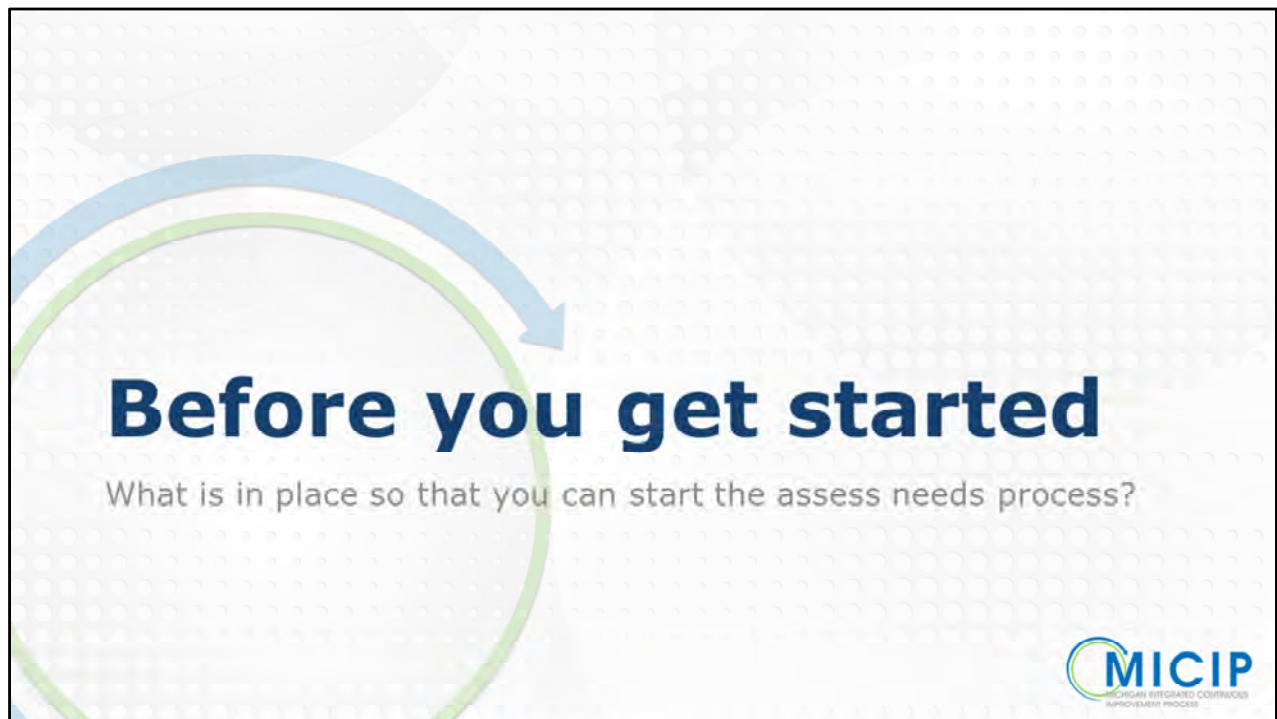
*Which image most represents how you feel now?*

Type your number(s) and why in the chat.

To get started we ask you to think of your previous work with continuous improvement. Which image best describes your feelings?

Now, think of which image best describes where you would like to be by the end of the year. Please take a moment to share your numbers and any reasons why you selected the numbers you did, within the chat.

Based off a tool by Training for Change • [www.trainingforchange.org](http://www.trainingforchange.org)  
 Images from Unsplash.com



Before a district fully engages in the assess needs process it will be important to explore the foundation upon which an effective assess needs process is built and ask questions about what is already in place so that we can begin the assess needs process. An important part of this is the continuous improvement team.



## Assembling the Team

- Are **essential and diverse perspectives** represented on the improvement team?
- Do team members have the necessary **knowledge and skills** to engage meaningfully with the continuous improvement process?
- Are team members **committed** to continuous improvement?



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As districts identify individuals to serve on their continuous improvement team, it is important to ensure that teams include essential and diverse perspectives. This may include perspectives from roles such as:

- central office personnel
- building leadership
- representatives from various systems (curriculum/instruction/assessment, data, technology, finance, student support, human resources, transportation, facilities management, food service, etc.)
- should also have individuals who represent both the educational and health components of the Whole Child (physical, social and emotional health, nutrition, etc.)
- and we should include board members, parent, community and, where appropriate, student representatives
- at least one key leader with the ability to make executive-level decisions
- representation from the different demographic and socio-economic groups that reflect the overall makeup of the district

To keep teams from becoming too large, individual team members be selected who represent several different viewpoints.

It is also important that members of the team have the necessary knowledge and skills as well as a commitment to continuous improvement. *(The MICIP continuous Communication Documents have quite a few tips that support this process - one that might be specifically helpful is the May 21 edition of Continuous Communication that shares information about essential team member perspectives.*

***Building Your Team*** information can be found in the ***Continuous Communication*** eNewsletter (May 21, 2020) using this link:  
[https://www.michigan.gov/documents/mde/MICIP\\_CC\\_20200521\\_691919\\_7.pdf](https://www.michigan.gov/documents/mde/MICIP_CC_20200521_691919_7.pdf)

## Working as a Team

NORMS

**Districts** should establish and communicate:

- Expectations for team members
- Team norms

**Team members** should be knowledgeable about and familiar with:

- The district vision, mission, and beliefs
- The continuous improvement mindset, process, and platform

**Districts and team members** will need to consider:

- Change processes and their impact the continuous improvement process
- Multiple sources and types of data and how data will be used
- How decisions will be made and communicated
- How to ensure diverse perspectives are given equitable voice/attention



In order to support effective teams, Districts should establish and communicate expectations for team members which may include things such as:

- attending and actively participating in meetings
- providing input based on their perspective(s)
- following through on assigned tasks
- communicating information as requested

Districts should also establish and communicate team norms for how to share and solicit input that ensures the perspective of the each group within the district is given equitable voice.

Team members will need to be knowledgeable about and familiar with the district vision, mission, and beliefs and how they impact the work of continuous improvement. They should also have a clear understanding of the continuous improvement mindset, process, and platform—including any technical, financial, and legal requirements.

Team members, as well as district leaders will need to consider change processes and their impact on the continuous improvement process.

Consideration must also be given to multiple sources and types of data and how data will be used for decision-making by the team.

The district and the team will also need to consider how decisions will be made



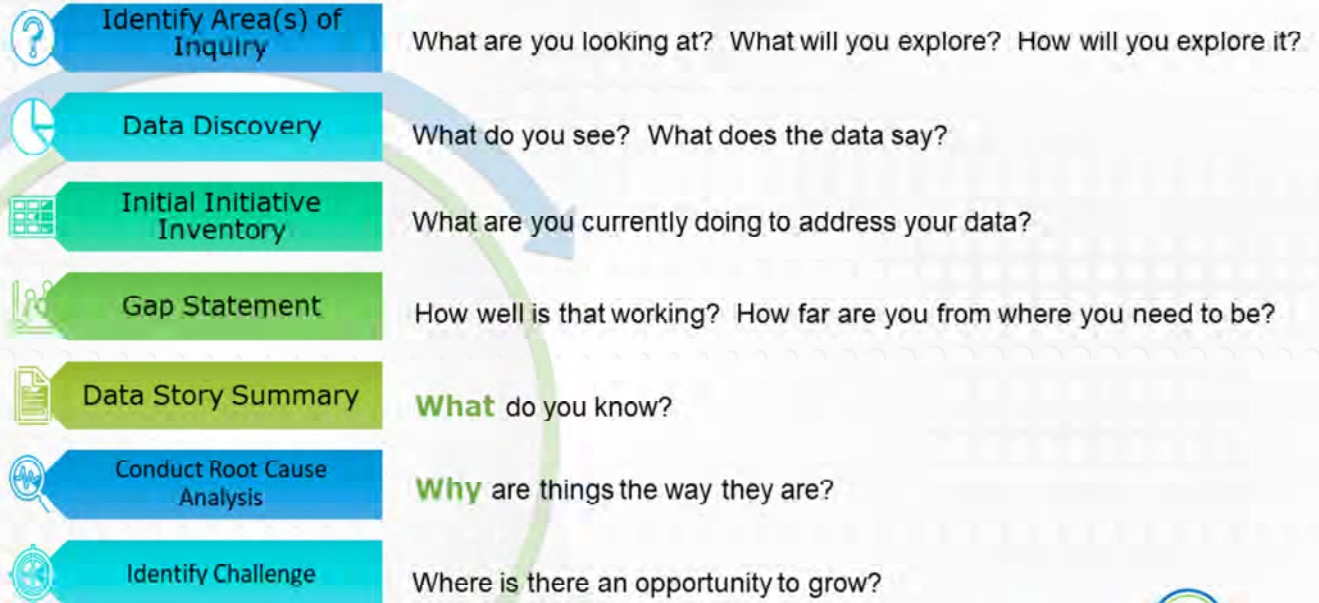
communicated to both internal and external audiences. Finally, the district and team will need to consider how they will ensure diverse perspectives are given equitable voice/attention during the improvement process including steps they will take to ensure perspectives are not missed or ignored.

Districts should ensure that all these expectations and norms are established and communicated through professional learning **prior** to engaging in the formal process. This will significantly increase success in the continuous improvement process.

***Working as a Team*** information can be found in the ***Continuous Communication*** eNewsletter (June 4, 2020) using this link:

[https://www.michigan.gov/documents/mde/MICIP\\_CC\\_20200604\\_693058\\_7.pdf](https://www.michigan.gov/documents/mde/MICIP_CC_20200604_693058_7.pdf)

# The Assess Needs Process



The Assess Needs portion of the continuous improvement process consists of seven steps. These include: Identifying areas of inquiry. Data Discovery, Initial Initiative Inventory, Gap Statement, a Data Story Summary, Conducting a Root Cause Analysis, and Identifying your Challenge. Please take a moment to review the graphic and reflect. What parts seem familiar and what is something that you are wondering about? Take a moment and share your reflections in the chat.



## Identify Area(s) of Inquiry

### INITIATING INQUIRY

What data will you explore?

- Explore topics that are related to the District Mission, Vision, Improvement or Strategic Plan using a variety of resources
- Use prior knowledge to connect to previous improvement plans and areas of inquiry
- Wonder and ask questions around educational needs of the whole child and our systems that support their needs.
- Consider using a strength-based approach, so that you can consider your root cause of success, as well as areas you may want to improve



To begin the assess needs process we begin with Identifying an area or areas of inquiry. It's asking the question, "What area will you look at"?

As you begin by initiating the inquiry consider what data will you need to explore? Teams should explore topics that are related to the district Mission, Vision, Improvement or Strategic Plan using a variety of resources. Areas of inquiry can use prior knowledge to connect to previous improvement plans and areas of inquiry. Teams should wonder and ask questions around the educational needs of the whole child. And, most importantly, they should consider using a strength-based approach, so that they can consider root causes of success, as well as areas that may need improvement.





## How will you explore your area of inquiry?

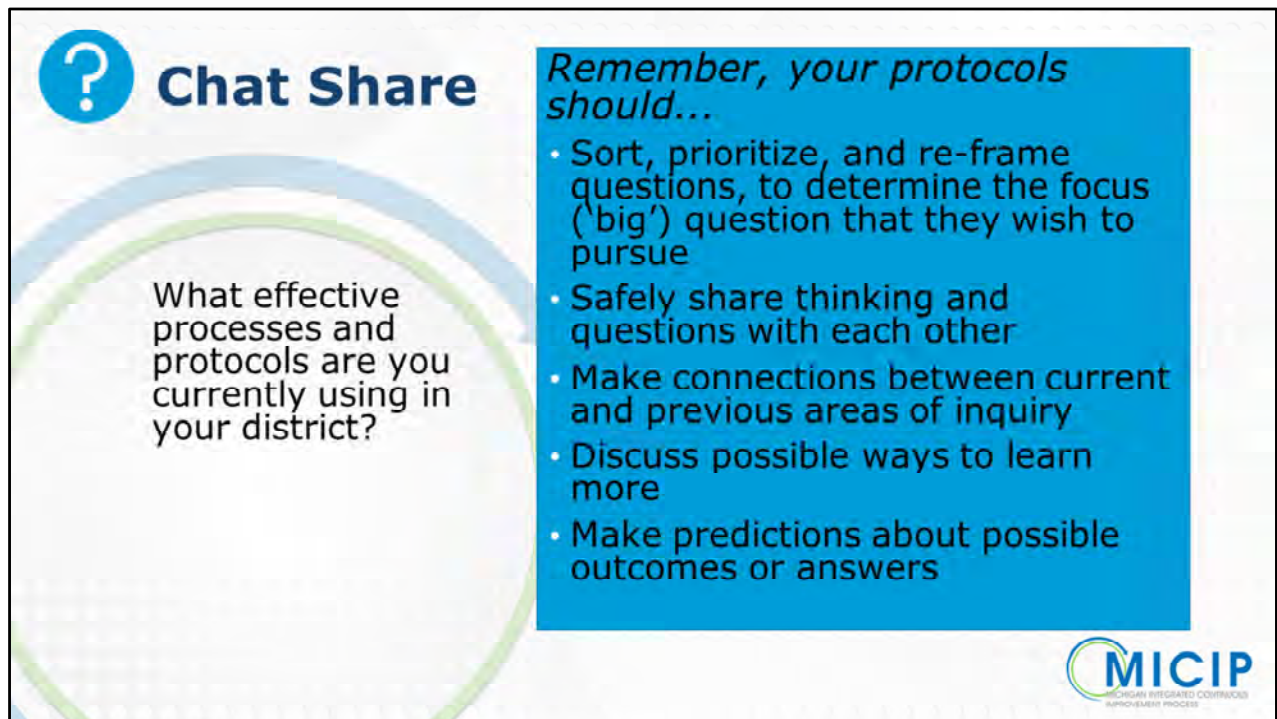
### Protocols and Processes

- Sort, prioritize, and reframe questions, to determine the focus ('big') question that you wish to pursue
- Safely share thinking and questions with each other
- Make connections between current and previous areas of inquiry
- Discuss possible ways to learn more
- Make predictions about possible outcomes or answers



[https://www.michigan.gov/documents/mde/MICIP\\_CC\\_20200730\\_697933\\_7.pdf](https://www.michigan.gov/documents/mde/MICIP_CC_20200730_697933_7.pdf)

Equally important to choosing an area of inquiry is thinking about how will you explore that area of inquiry. This involves protocols as well as processes. Effective protocols and processes must sort, prioritize, and reframe questions to determine the focus (big) question that you wish to pursue. They should help teams safely share thinking and questions with each other in a way that ensures individual perspectives are not dismissed but carry equal weight in the discussion. They should also help teams make connections between current and previous areas of inquiry, discuss possible ways to learn more, and make predictions about possible outcomes or answers.



**? Chat Share**

What effective processes and protocols are you currently using in your district?

*Remember, your protocols should...*

- Sort, prioritize, and re-frame questions, to determine the focus ('big') question that they wish to pursue
- Safely share thinking and questions with each other
- Make connections between current and previous areas of inquiry
- Discuss possible ways to learn more
- Make predictions about possible outcomes or answers

**MICIP**  
MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS

Take a moment to take stock. What processes and protocols are you currently using, if any? Remember that an effective protocol should adopt all five characteristics you see listed on the screen. If you do not currently have a process or protocol that meets all five characteristics, that might be something to consider as an important point of systems data.

If you have a specific protocol you use, please share the name of it in the chat, if you do not know what protocol your district uses, or do not have a protocol, please respond with a question mark.



## Example:

- Our district mission is to ensure all students are equipped with the necessary skills to become productive citizens.
- Our district improvement plan reflects that mission with a goal to ensure at least 85% of our students demonstrate ELA proficiency by 2021 as measured by state assessments. This goal has been in place for several years.
- Initially our literacy scores showed significant increase in percent of students proficient. Literacy scores have plateaued over the last few years.
- Monitoring data of the strategies associated with this goal show that we are still implementing them with a high degree of fidelity.

**We are curious to learn more about the change in productive growth in the area of literacy.**

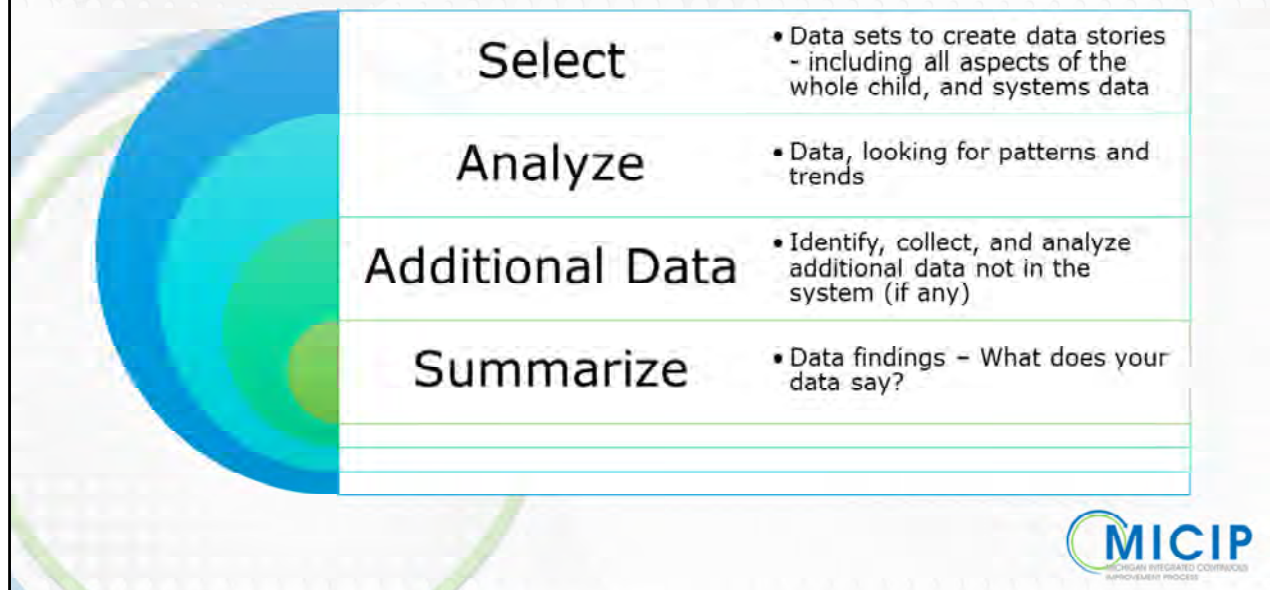


Throughout the presentation we will be using a scenario to guide our process. It will be important to have this example in mind as you listen to our presentation. In the example we will use, our district has a mission statement with a focus on ensuring all students are equipped with the necessary skills to become productive citizens. Our current district improvement plan partially reflects that mission with a goal to ensure at least 85% of our students demonstrate ELA proficiency by 2021 as measured by state assessments. This goal has been in place for several years and initially our literacy scores showed significant increases in the percent of students proficient. Unfortunately, literacy scores have plateaued over the last few years. Monitoring data of the strategies associated with this goal show that we are still implementing them with a high degree of fidelity so we're curious to learn more about the change in productive growth in the area of literacy. This becomes our area of inquiry.



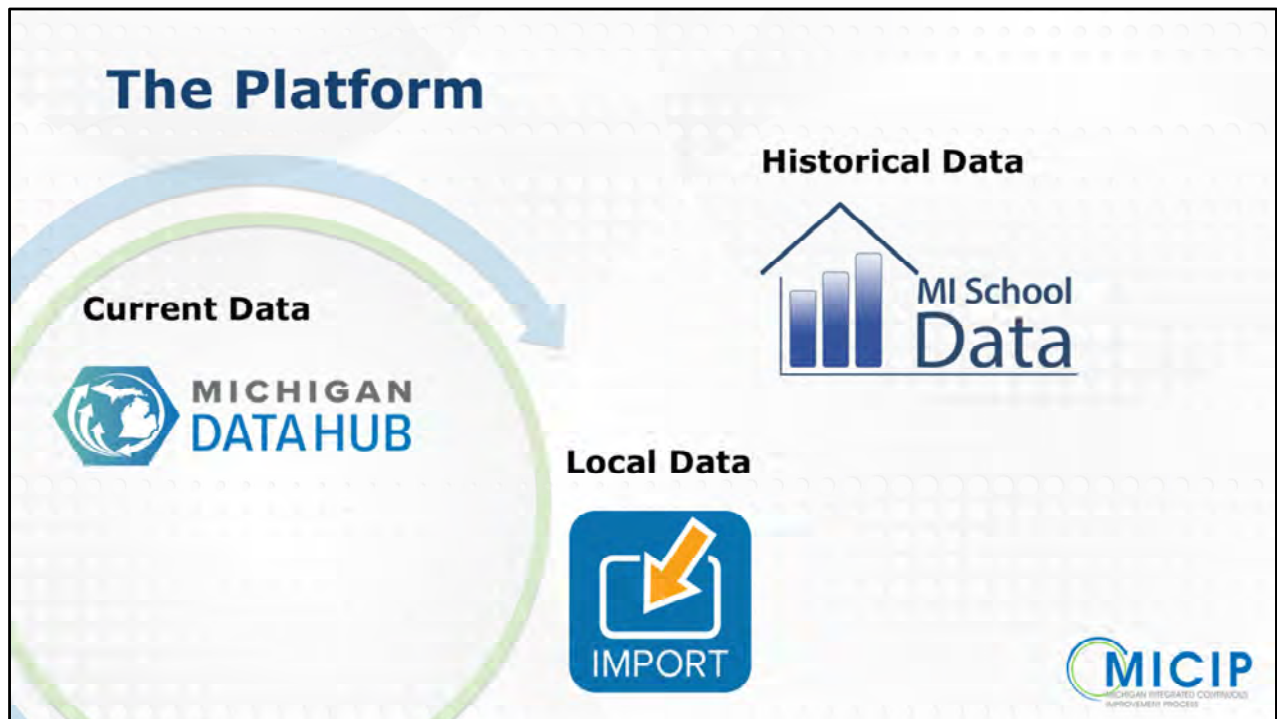


## Data Discovery - What do you see?



Once we have selected an area of inquiry we then move on to data discovery. Data discovery can be broken down into four parts:

1. Collecting data sets to create data stories. This data should include data that reflects all aspects of the whole child as well as systems data.
2. Analyzing data, which is looking for patterns and trends within the data.
3. Gathering additional data that may be needed to complete the data picture. For this part you may need to identify, collect, and analyze additional data not in the system, if any.
4. And finally, summarizing data findings to answer the question, “What does your data say?”



To help with this, the MICIP Platform will bring data into the system. This will include current data from the Michigan Data Hub, if your school or district participates, and historical data out of MI School Data. You will also be able to import pdfs of local data which may not be in either the datahub or MIschooldata.

## Types of Data and Data selection choice

Academic	Non-Academic	Systems
<p>What data might be available other than State Assessment Data?</p> <p>What real-time data do you have? Think short-cycle data...</p>	<p>Especially considering today's environment, what data do you have available that tells the story of your students?</p>	<p>What data do you have available that informs you about processes or systems you have in place that might affect your area of inquiry?</p>



As you consider both data that exists already in MiSchoolData or in the Data Hub as well as data that you may have locally it will be important to identify data that will provide the clearest picture of your current reality. For example, as you think about academic data, you might consider what data sources may be available to provide more real-time, short-cycle data rather than relying solely on annual state assessments.

For Non-Academic Data consider multiple data sources that tell the full story of your students and integrates the whole child mindset into the process. Consider including things like extracurricular participation levels, student engagement, behavior, health, perception, demographic, and other such data to look at the area of inquiry through a more whole child lense.

To reflect a systems mindset consider where you might have data that can provide more information about the processes and systems you already have in place (district and building level) and how efficient or effective those systems are functioning. Consider in particular district level systems that may potentially be contributing to concerns within individual buildings and systems that may inadvertently be contributing to the creation of equity issues.

**Data Inventory** information can be found in the **Continuous Communication** eNewsletter (June 18, 2020) using this link:



[https://www.michigan.gov/documents/mde/MICIP\\_CC\\_20200618\\_695776\\_7.pdf](https://www.michigan.gov/documents/mde/MICIP_CC_20200618_695776_7.pdf)

# Systems Frameworks

Strand	Standard	District Indicator	Guiding Questions
Strand I: Teaching for Learning	Standard 1: Curriculum	Establish and ensure support for Curriculum	How does the district leadership support the development and implementation of an aligned curriculum?
	Standard 2: Instruction	Establish and Ensure Support for Instruction	How does the district leadership support high quality instruction for all students?
	Standard 3: Assessment	Establish and Ensure Support for Assessment	How does district leadership ensure and support a balanced assessment system?
Strand II: Learning for Learning	Standard 4: Instructional Leadership	Establish and Ensure Support for Instructional Leadership	How does district leadership ensure that all leadership has the knowledge and skills to attain the shared vision?
	Standard 5: A Culture for Learning	Establish and Ensure Support for a Culture for Learning	How does district leadership model and support high expectations of learning for all?
	Standard 6: Organizational Management	Establish and Ensure Support for Organizational Management	How does district leadership ensure that district systems and resources are aligned to support the vision?
Strand III: Professional Learning	Standard 7: Professional Learning Culture	Establish and Ensure Support for a Professional Learning Culture	How does district leadership model and support a collaborative learning culture?
	Standard 8: Professional Learning System	Establish and Ensure Support for a Professional Learning System	How does the district's system for professional learning support educator effectiveness that results in increased student achievement?
	Standard 9: Communication	Establish and Ensure Support for Communication	How does district leadership ensure that communications are timely, meaningful and responsive to the needs and diversity of its stakeholders?
Strand IV: School, Family and Community Relations	Standard 10: Engagement	Establish and Ensure Support for Engagement	How does district leadership establish and support family involvement and community partnerships to support the learning of all stakeholders?



One potential source of systems data may be systems frameworks already in use within the school or district. These may include the MDE school and district improvement frameworks, the WSCC model whole child frameworks, Blueprint frameworks, Cognia frameworks, and MTSS frameworks. Given the times we are in today, process data can help a district understand how district supports are working together in a way that supports the different teaching and learning scenarios: face-to-face, hybrid, and remote and ensure that all students are being provided equitable access to opportunities, environments, and supports which will ensure they reach their full potential.



## Data Review

What additional data would be helpful to fully understand all of the factors impacting the identified area of inquiry? Consider Academic, Non-Academic, and Systems

### *Area of Inquiry*

*We are curious to learn more about the change in productive growth in the area of literacy.*

#### Achievement Data

- M-STEP 6th grade ELA proficiency scores are at 56%. This cohort's ELA proficiency has been:
  - 5th grade - 56%
  - 4th grade - 48%
  - 3rd grade - 38%
- Writing is the lowest sub-score in 6th grade by 12%.
- Boys are performing 15% lower than girls
- Economically disadvantaged students are performing 30% below non-economically disadvantaged

#### Process Data

- Walk through data shows:
  - Literacy initiatives are being implemented with fidelity by 94% of teachers.
  - Students in grades 3, 4, and 5 sit in groups.
  - Students in grade 6 sit in rows.
  - Student engagement is 87%

#### Demographic Data

- Attendance is at 89% in 6th grade, 92% in 5th grade, and 91% in 4th grade.
- Discipline referrals increased by 12% from 5th to 6th grade.

#### Perception Data

- 83% of girls feel challenged academically at school.
- 53% of boys feel challenged academically at school.
- 88% of students feel safe at school.

Now going back to our example, please look at the data on the slide. You can see that in our example we have achievement data - M Step sixth grade ELA proficiency scores are at 56%. The cohort's ELA proficiency has been fifth grade 56%, fourth grade 48%, and third grade 38%. Writing is the lowest subscore in sixth grade by 12%. Boys are performing 15% lower than girls. Economically disadvantaged students are performing 30% below non-economically disadvantaged students.

For our process data notice that walk-through data shows Literacy initiatives are being implemented with fidelity by 94% of teachers. Students in grades three, four, and five sit in groups. Students in grade six sit in rows. Student Engagement is at 87%. Our demographic data showed that attendance is at 89% in sixth grade, 92% in fifth grade, and 91% in fourth grade. Discipline referrals increased by 12% from fifth to sixth grade.

Our perception data showed us that 83% of girls feel challenged academically at school. 53% of boys feel challenged academically at school, and 88% of our students feel safe at school.

Now, as we consider the area of inquiry "we are curious to learn more about the change in productive growth in the area of literacy", what additional data might be helpful to fully understand all of the factors impacting the identified area of inquiry (remember to consider academic, non-academic, and systems). Is there additional data we may want to gather to fully understand what is occurring in this area? If you have suggestions for other data that

may be helpful, please share those ideas in the chat. Note that as we complete other portions of the Assess Needs process, we may choose to return to data discovery and add additional data to our data set.





## What is an Initiative Inventory? What have you been doing?

### Initiative Inventory



This tool can be used to guide your team's review of past and current programs to get a clear picture of existing initiatives, mandates, and resource commitments. Information and data collected can be used by the organization when exploring the fit of additional initiatives with current work, guide decision making to make room for new work, and assist with alignment of initiatives.

#### Date of Inventory:

Name of Initiative	Leadership of Initiative (Team and/or Coordinator: Name and Department)	Expected Outcome	Scale of Intended Use (National, regional, targeted population)	Start and End Date	Financial Commitment and Source of Funding (federal, state, grant, or other)	Relation to Organization Priorities & Strategic Plan	Measures of Outcomes	Evidence of Outcomes  What has happened thus far?
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Following the Data Discovery, in order to better approach the needs assessment from a systems mindset, we will engage in performing an Initial Initiative Inventory. This is where we try to answer the question, “What have we been doing”? This lets us better understand the system or systems already in place that may be impacting our area of inquiry. One resource to aid with this is a tool provided through NIRN (The National Implementation Research Network). This tool asks teams to provide the name of the initiative, who’s doing the work, leadership, the expected outcome, the scale of intended use, start and end dates, financial commitment and resources, relation to the organization, priorities or strategic plans, measures of outcomes, and evidence of outcomes. This helps teams get a clear picture of existing initiatives, mandates and resource commitments and helps later on in the improvement process to explore the fit of any additional initiatives we may consider adding. It also guides decision making when we might need to make room for new work and it is useful to assist with alignment of initiatives. To help support equity, it may be helpful to review your inventory to ensure that initiatives are in place that address the needs of the diverse population of the school and to ensure that there is equitable access to added supports for all students.



## Initiative Inventory

**Identifies initiatives you have in place that are intended to support growth in Your specific area of inquiry.**

### Example:

#### Area of Inquiry

We are curious to learn more about the change in productive growth in the area of literacy.

#### Initiative Inventory

- Writing and Word Work
- Paired Reading
- PLCs/Data Dialogues
- Monday Huddles
- 6-12 Literacy Essentials



In our example, with regards to our Initiative Inventory, we want to consider what we're already doing that would support growth in the chosen area of inquiry. For example, to support growth in the area of literacy, we identify that we have initiatives in writing and word work, paired reading, PLCs/Data Dialogues, Monday Huddles, and 6-12 Literacy Essentials.



## Gap Statement - How far are you from where you need to be?

Example:

- We want M-STEP ELA proficiency to be at 85%, and it is currently at 56%.
  - We want various demographic groups to be equally proficient, and boys are 15% below girls, and ED are 30% below non ED.
- When you consider your original area of inquiry, identify the desired state of where you would like your data to be.
  - Write a statement that articulates the gap between your current reality and your desired state.



After we have identified what we are currently doing to address the area of inquiry through our initiative inventory, we then want to establish how well the current efforts are working by writing Gap Statements. A Gap Statement asks the question, “How far are you from where you need to be.” When you consider your original area of inquiry, identify the desired state of where you’d like your data to be, then write a statement that articulates the gap between your current reality and your desired state. Consider carefully differences in gaps that may exist between various groups of students and how they may reflect potential equity concerns.

For our scenario we want our M-Step ELA proficiency to be at 85%, our desired state; it’s currently at 56%. And we’re intentional about articulating where we want to be. To support equity, we want all demographic groups to be equally proficient, since our data discovery showed this is not happening we also want to be intentional about identifying gaps in that area. Boys are 15% below girls and the economically disadvantaged are 30% below non-economically disadvantaged.



# Data Story Summary

So what do you  
know?

**Data Discovery + Initiative Inventory + Gap  
Statement**

The next step in the Assess Needs process is to write a Data Story Summary. This summary puts together everything we have learned about our area of inquiry so far. Combining together the data discovery, initiative inventory, and gap statements into a single summary statement.





## Data Discovery

- M-STEP overall ELA proficiency scores have plateaued at 56% in the 6th grade (0% increase).
  - 56% proficiency in the 5th grade (8% increase)
  - 48% proficiency in the 4th grade (10% increase)
  - 38% proficiency in the 3rd grade
- Writing subscore proficiency is lowest at 42%.



Our first addition to our data story summary comes from our Data Discovery. We discovered M-STEP overall ELA proficiency scores have plateaued at 56% in the sixth grade. No increase. 56% proficiency in the fifth grade, 48% proficiency in the fourth grade and 38% proficiency in the third grade. We also noticed that the writing subscore proficiency is the lowest at 42%.



## Data Discovery + Initiative Inventory

- M-STEP overall ELA proficiency scores have plateaued at 56% in the 6th grade.
  - Writing subscore proficiency is lowest at 42%.
- We have a balanced literacy program with vetted assessments in place.
  - Balanced literacy strategies are being implemented with fidelity.



Next we add in the Initiative Inventory where we note that we have a balanced literacy program with vetted assessments in place. Additionally, we identify the balanced literacy strategies we're using that are being implemented with fidelity.



## Data Discovery + Initiative Inventory + Gap Statement

- M-STEP overall ELA proficiency scores have plateaued at 56% in the 6th grade.
- Writing subscore proficiency is lowest at 42%.
- We have a balanced literacy program with vetted assessments in place.
- Balanced literacy strategies are being implemented with fidelity.
- We are 29% below our target for M-STEP ELA of 85%.
- Proficiency for girls in M-STEP ELA is 15% higher than boys.
- Proficiency for Economically Disadvantaged Students is 30% lower than non-ED.



Finally, we add our Gap Statements to the data story summary. In our Gap Statements we identified that we are 29% below our target for M-STEP ELA of 85%. Proficiency for girls in M-STEP ELA is 15% higher than boys, and proficiency for economically disadvantaged students is 30% lower than non-economically disadvantaged students. These three elements together form our data story summary.

## Data Story Summary Statement

**The district Balanced Assessment strategy is working better for some students than others.**



Using the combination of the Data Discovery statements, Initiative Inventory statements and the Gap Statements, districts are encouraged to refine their data story summary down into a single observational statement. In this case, what stood out to the team was the fact that the district's balanced assessment strategy was having a different level of efficacy for different groups and so they summarized, "The district Balanced Assessment strategy is working better for some students than others." This simple observational statement, rooted in the deeper understanding brought out through the assess needs process and supported by the data we have gathered and explored, sets the stage for the final two portions of the Assess Needs process, the Root Cause Analysis and Identifying our Challenge.

I will now hand the presentation over to Gail Hughey who will guide us through the final stages of the assess needs process.





# Conduct Root Cause Analysis

Why are things the way they are?

Thank you, Nate. The next step is to conduct root cause analysis. This is a crucial point in the Assess Needs process, asking why are things the way they are.



## Why Dig Deeper?

Understand systems level causation by:

- Addressing equity by considering opportunities, environments and supports
- Eliminating confirmation bias
- Connecting related Whole Child initiatives
- Considering additional data to validate and prioritize findings



Engaging in Root Cause Analysis allows us to dig deeper and provides the opportunity to consider at the systems level the why to our current state. The analysis should identify the underlying systemic cause or causes that are responsible. Using an equity lens provides opportunities to look across systems to understand causation and to see how you as a district address equity, when it comes to opportunities, environments and supports available to students.

In the digging deeper process, teams begin to see the connections between these four mindsets in the MICIP process: continuous improvement, whole child, system level work and equity. Using these connections help teams to obtain a more holistic view. The interactions between subsystems support the ability of districts to leverage their focus, priorities and funding.

Tools for this analysis include 5 Whys, Fishbone, and a number of others that are being used by schools and districts. During this process you may want to consider additional data to validate and prioritize findings as well as revisit or revise your Initiative Inventory.

## Bringing Data Story Summary Forward

K	W	L
<i>The Balanced Assessment strategy is working better for some students than others.</i>	<i>Why is the Balanced Assessment strategy working better for some students than others?</i>	



Let's take a look at what the team surfaced after their work with data. In our KWL chart, you can see that we know the Balanced Assessment strategy is working better for some students than others and we wonder why is that so. What could be the potential cause or causes for the lack of achievement.

As we begin Root Cause Analysis, we will share two tools that helped our team surface hunches/causation and then dig deeper into one causation for a challenge statement. They are the Fishbone Diagram and the 5 Whys Protocol.

## Getting Started: The Tools

### Fishbone Protocol (link to template)



### 5 Whys Protocol (in MICIP platform)

#### Asking Powerful Questions 5 Whys Worksheet

Define the Problem:

Why is it happening?

1.

Why is that?

2.

Why is that?

3.

Why is that?

4.

Why is that?

5.

Remember: If you don't want to ask 5 different reasons, you want to go deep on one reason.

Caution: If your last answer is something you can't control, go back up to the previous answer on one reason. Final answer cannot be because of a person.

Identified Root Cause:



Starting with the Fishbone Protocol helps stakeholders identify potential causes that may be affirmed or negated depending on available data. Stakeholders engage in a very visual activity that promotes the ability to understand the perspectives of others as they identify possible causation at the system level. Through dialogue and shared thinking, stakeholders begin to discover if there is evidence to support the diagnosis of possible causes and diminishes potential confirmation bias. This is important as teams begin to narrow and select a cause to pursue.

The 5 Whys Protocol helps stakeholders investigate one cause that impacts the problem statement greatly and helps to explain why the problem continues to exist.

An effective strategy is to use these tools together by beginning with the Fishbone and following with the 5 Whys Protocol to identify causation and deeply understand all the implications.

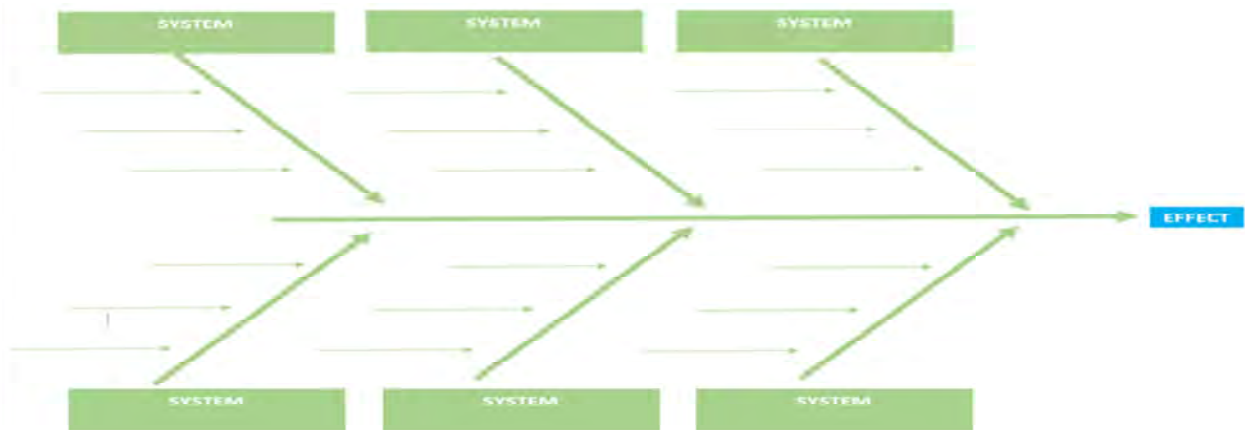
Currently in the MICIP platform, you will make a choice to use either the Fishbone or the 5 Whys protocols to dive deeper. At this time, you can only use one of the tools within the platform. If you attempt to use both, the one you complete first will be deleted. You do have the option of using the Fishbone Protocol offline to explore causation and use the 5 Whys Protocol in the MICIP platform.



## Blank Fishbone Template

*One tool available to explore causation*

Date Story Summary Statement:



The use of a tool like the Fishbone Diagram prior to conducting Root Cause Analysis helps a team explore causation. This is one tool that will be in the MICIP platform.

Stakeholders will see immediate benefit from the use of the Fishbone. Here are the reasons:

- the diagram serves as a visual reference of hunches organized by larger subsystems
- you can see where outlier hunches and perspectives rest
- you gain an understanding around which hunches (causation) stakeholders have in common
- it sets a team up to explore if existing data objects support or negate hunches
- it also sets a team up to determine if additional data is needed to better understand causation (hunches)
- Finally, the team will experience a holistic view of the district's systems

There are many different styles of fishbone diagrams that guide users to identify systems and possible causes to a specific challenge.

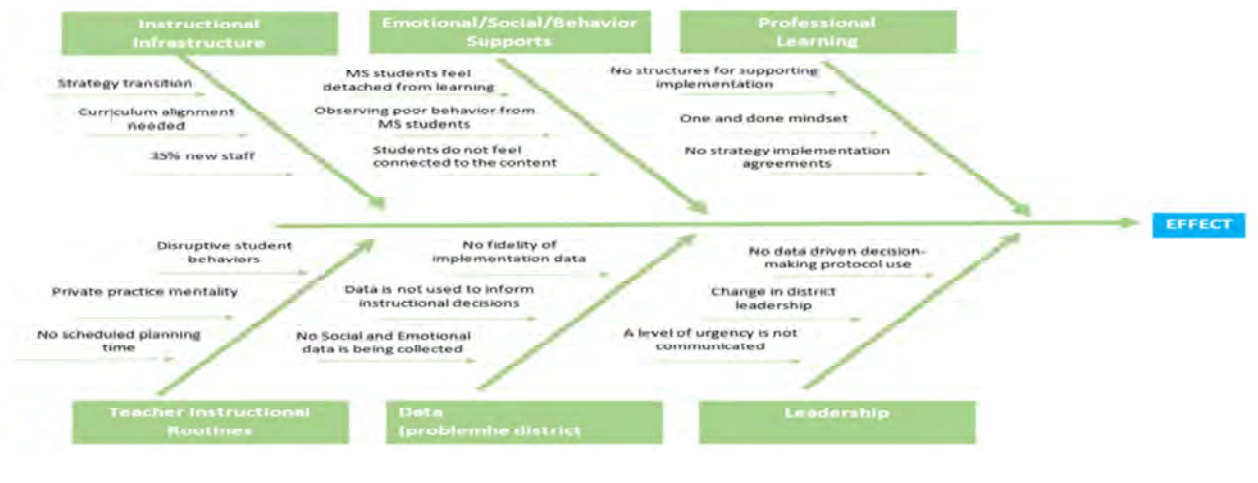
In a future MICIP release, there will be a fishbone protocol hardwired into the platform, but until then find a template you like or create your own. You may be engaged in working with different system frameworks that recommend a particular Fishbone Diagram, so feel free to

use the one you are familiar with until the MICIP platform is shared.

## The Fishbone Protocol Helps Teams Surface Causation

### Data Story Summary Statement:

The district Balanced Assessment strategy is working better for some students than others.

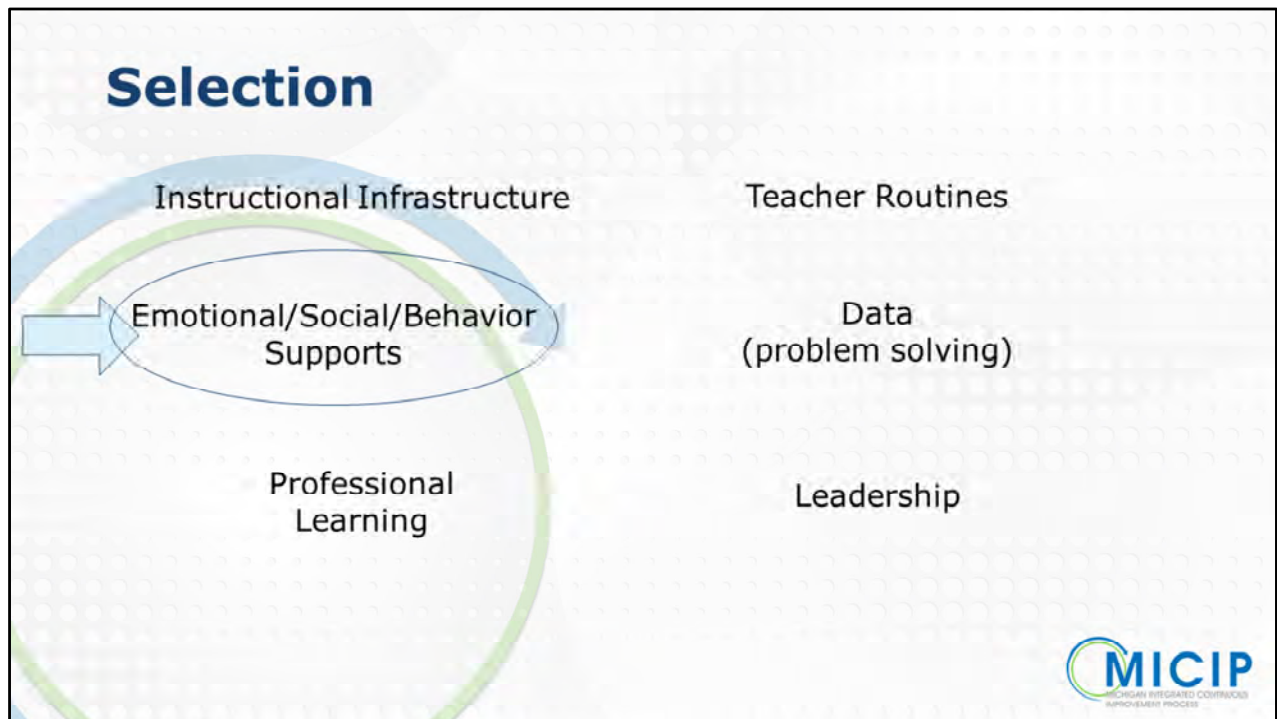


Here is the completed Fishbone Diagram with hunches our stakeholders surfaced as possible causes for our example. Let's review the diagram.

You can see the problem statement at the top. ***The Balanced Assessment strategy is working better for some students than others.***

On each box, the team focused on one of the systems, a hunch, that may have caused a lack of fidelity in the implementation of the balanced assessment strategy within the school district. The "bones" under each system reflect the causes brainstormed by the team for each hunch. For example, when we look at a hunch that Professional Learning was the basis of the problem, the team theorized three possible causes. The first reason could have been because there was no support for implementation of the strategy, or that staff may have needed more professional learning as a follow up, or that staff were unsure of who was implementing and when. Any of these could have caused the lack of student achievement even though our initiative was a research-based strategy.

After the completion of the diagram, the team must decide which possible hunch and possible cause they will identify to move forward in their investigation. This is called selection.



Selection is the point where teams narrow their focus and identify a possible cause and the system to which it is associated.

There are three key points to remember when deciding on a possible cause to explore more thoroughly. First, keep in mind the level of influence and control the group has over the identified system. Selecting a hunch or system over which you have little control will have limited impact and lead to roadblocks and frustration. Secondly, broader conversations help reduce confirmation bias that may distort evidence-based decision making. Keep an open mind, but also keep an eye on the data. Third, choose a hunch or system that will yield high impact and create desired results.

On this slide, you see the hunches from the Fishbone Diagram and can see that our team chose to look more closely at Emotional/Social/Behavior Support Systems.

The rationale for selecting Emotional/Social/Behavior supports surfaced quickly as stakeholder dialogue moved to student behaviors interfering during instruction. Their conversations led the team to wonder why student behavior was on the decline. The team then decided to gain a deeper understanding about their current Emotional/Social/Behavior Support System by selecting it for a deeper analysis.



# Diving Deeper into One Hunch

## One Tool Available in MICIP...5 Whys Protocol

### Asking Powerful Questions

#### 5 Whys Worksheet

Define the Problem:

Why is it happening?

1.

Why is that?

2.

Why is that?

3.

Why is that?

4.

Why is that?

5.

Why is that?


**Caution:**

- ✓ If your last answer is something you can't control, go back up to the previous answer on one reason
- ✓ Final answer cannot be because of a person

**Reminder:**

- ✓ You don't want to list 5 different reasons; you want to go deep on one reason.

Identified Root Cause:



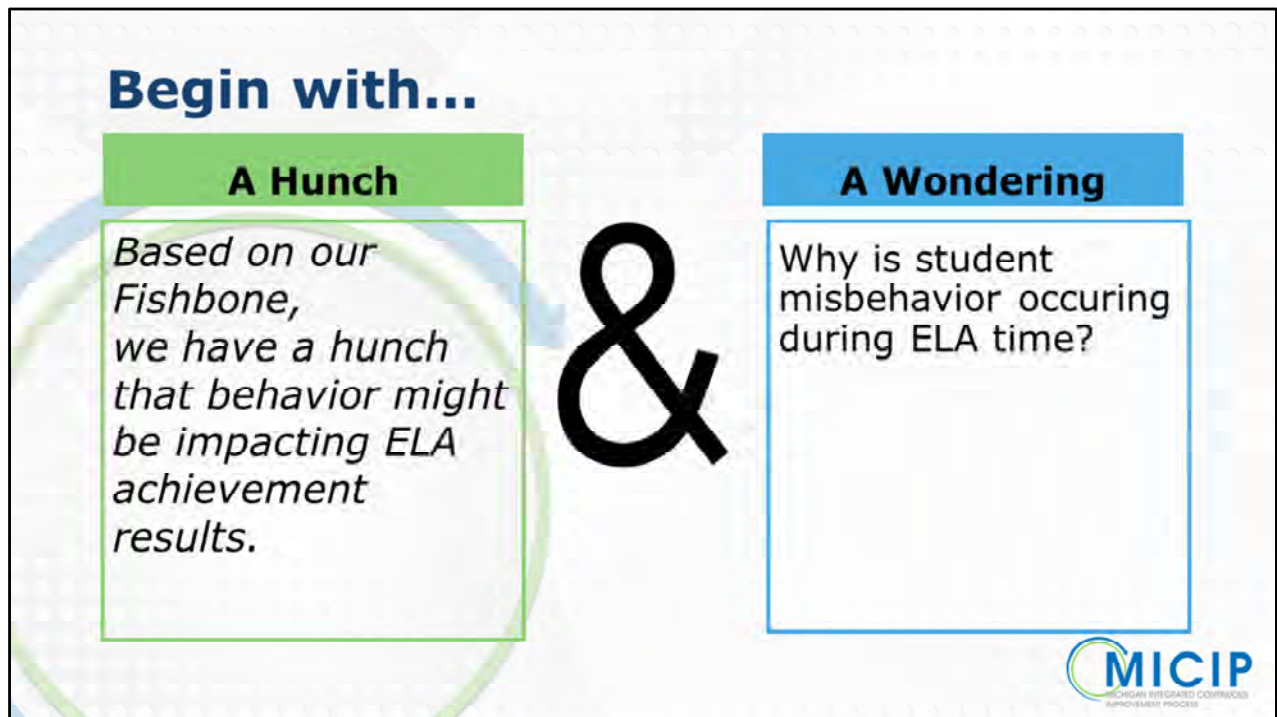
MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS

The brainstorming of causes and the reflective conversation on where best to focus our team's efforts led us to begin with Emotional/Social/Behavior Support System. Our example will continue with deeper dive into one system using the 5 Whys Protocol you see on this slide.

The 5 Whys Protocol is a simple brainstorming tool and is used to conduct an investigation, drilling down to the root cause for a specific hunch or causation. Once a general problem has been recognized with the Fishbone Protocol, team members will list the problem on the top of the worksheet and answer why questions 5 times. The process allows teams to move beyond obvious answers and reflect on less obvious explanations or causes. Keeping your completed Fishbone Diagram is important because you may decide to pursue root cause for a different hunch at a later time, especially if you are collecting additional data. Keep it in an offline location for later use.

**Root Cause Analysis** information can be found in the **Continuous Communication** eNewsletter published on (August 13, 2020). Use the link attached in the notes to this powerpoint.

[https://www.michigan.gov/documents/mde/MICIP\\_CC\\_20200813\\_699406\\_7.pdf](https://www.michigan.gov/documents/mde/MICIP_CC_20200813_699406_7.pdf)



Based on our Fishbone Protocol, we have a hunch that behavior might be the place to start. Our wondering now is around behavioral considerations that enhance learning. This may have been a missing component in the implementation of the original evidence based Balanced Assessment strategy.

Our hunch is that behavior might be impacting English Language Arts achievement results. We are now wondering, *“Why is student misbehavior occurring during English Language Arts time?”*

Let’s use our hunch and put our wondering into the 5 Whys Protocol.

**The 5 Whys**  
**Question 1**

Why don't we have a better idea about the student misbehavior occurring during ELA time?

- The district focus had been primarily on implementing the components of a Balanced Assessment Strategy
- Student behavioral data was not collected or analyzed

Now that one hunch has been selected, you are ready to conduct Root Cause Analysis. In our example, you see that Emotional/Social/Behavior is the identified hunch to explore at a deeper level.

Begin asking a “why” question related to the problem based on your selected hunch. We asked, *“Why don’t we have a better idea about student misbehavior occurring during ELA time?”*


You will have different responses to the question depending on the number of team members involved. Listing all responses throughout the process will allow you to step back and look for a pattern across different stakeholder perspectives. Look for responses which can be affirmed or negated by evidence, responses for which you have control and influence over, and responses which might yield high impact if they were to be the focus of your plan.

Notice the response selected is highlighted in blue and will become the next why question on the following slide.

**The 5 Whys**  
**Question 2**

**Why wasn't student behavior data collected and analyzed?**

- The thought was to start small
- The connections between behavior and ELA were not highlighted
- Balanced Assessment series was the focus not Social/Emotional/Behavioral considerations for learning



Our second Why question is on the screen: *Why wasn't student behavior data collected and analyzed?*

Notice that this was the selected response to question number one. By placing the Why in front of the statement you create your second why question. This process repeats three more times.

Three responses were raised to our question.

1. The thought was, to start small
2. The connections between behavior and English Language Arts were not highlighted
3. The Balanced Assessment series was the focus not Social/ Emotional/ Behavioral considerations for learning

As a team, the third response was chosen to move into the third “Why” question on the next slide. *Why was the balanced assessment series the focus and not social emotional behavior considerations for learning?*



## *The 5 Whys*

### *Question 3*

#### **Why was the Balanced Assessment series the focus and not Social/Emotional/Behavioral considerations for learning?**

- Focused on academics and not Whole Child outcomes
- Transition plan from elementary to middle school was not in place--middle school is where the declining ELA scores surfaced
- Middle school behavior did not decline until the past couple years and data indicate that it was impacting student writing



While facilitating this process, exhaust opportunity for all responses before selecting the response to bring forward. This allows for voices to be lifted and validated. This also encourages a collaborative problem-solving dialogue between stakeholders.

Remember, considerations to help narrow the response selected are:

- a response you have high control and can influence
- a response that will yield high impact
- a response supported by data to remove confirmation bias

In our example the team asked, “*Why was the Balanced Assessment series the focus and not Social/Emotional/Behavioral considerations for learning?*” The team selected, “*Middle school behavior did not decline until the past couple years and data indicate that it was impacting student writing.*”

***The 5 Whys***

***Question 4***

**Why did middle school behavior impact student writing?**

- Student misbehavior during writing prevented discourse
- A focus on academics not behavior

**MICIP**  
MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS


As we continue through the 5 Whys Protocol, question number four asks, “*Why did middle school behavior impact student writing?*”

A facilitation tip to look out for is the need to pause. There will be times, you might need more research or data to confidently respond and select a response to move forward. Stakeholders should not feel that this is a forced experience. For example, the team may not have identified behaviors impacting content learning during writing instruction. So stakeholders might want to collect observation data before moving forward.

***The 5 Whys***  
***Question 5***

**Why did student misbehavior during writing time prevent discourse?**

→ Students lacked the self-regulation skills



As the fifth why is asked, the stakeholders in this case were able to identify student lack of self-regulation skills as the cause for lack of achievement. The newly collected observation data assisted the team in their decision.

If you already have enough data, there would be no reason to pause when engaged in the 5 Why Protocol process as was illustrated in the last slide. You would just continue to move through the questions.



# Identify Challenge

Where is there  
room for growth?

The final step of the Assess Needs process is to identify the challenge. Really where is there room for growth?

Having gone through the 5 Whys protocol, your final why will be the challenge statement that will lead you in the Plan phase.





## "Challenging" Connections

**Students lack self-regulation skills which are needed to engage in deep discourse with each other.**



What additional current initiatives support self-regulation & discourse?



What additional data might provide new insight to this challenge?



In our example, our 5th WHY identified the challenge as: **students lacked self-regulation skills which are needed to engage in deep discourse with each other.**

At this point, the team should revisit the Initiative Inventory to determine if there are other current initiatives that support the identified challenge and if there are sources of additional data that may be available to add additional insight.

## Assess Needs Overview

K	W	L
<i>The Balanced Assessment strategy is working better for some students than others.</i>	<i>Why is the Balanced Assessment strategy working better for some students than others?</i>	<i>Students lack self-regulation skills which are needed to engage in subject discourse with each other.</i>

**Root Cause Challenge**



You may want to note that we started the Root Cause Analysis conversation with an academic issue from our data story summary and really ended our conversation after conducting root cause analysis with finding that we had a social emotional competency issue that needed to be addressed.

## What is Next?



So what's next? You are ready to PLAN. Your team will be moving on to the PLAN phase of the MICIP process where you will create goals and select evidence-based strategies and plan the ADULT actions required to eliminate the root cause of your identified challenge.

# MDE Resources

[www.michigan.gov/mde-micip](http://www.michigan.gov/mde-micip)

Professional Learning

**MINDSET**

**MICIP Mindset**

- NLRN Webinar on Implementation Science
- MICIP Overview and Mindset Webinar
- MICIP Overview and Mindset Slides and Speaker Notes (PDF)
- Whole Child Overview Webinar
- Whole Child Overview Slides

**PROCESS**

**MICIP Process**

- MICIP Process Overview (PDF)
- MICIP Assess Needs (Recording)
  - MICIP Assess Needs Slides and Speaker Notes (PDF)
  - 5 Whys Worksheet (PDF)
  - MICIP Assess Needs Connect/Extend Challenge (PDF)
  - MICIP Assess Needs

**PLATFORM**

**MICIP Platform**

- Coming Soon

**MICIP Resources**

**MDE Resources**

- MICIP Master Slide Deck - March 2020
- MICIP Platform Release 1 Features
- MICIP Readiness Checklist
- FAQ from the 2019 Continuous Improvement Conference
- MICIP One Pager
- Whole Child
- How MICIP integrates the SI Steering Committee Recommendations

**Resources from the Field**

- MICIP Team Roster Template

**MICIP Continuous Communication**

To search the page to locate a topic covered in a MICIP Continuous Communication, hold the key to bring up the Find box and type in a word or two. This will allow you to search through the that contains a specific topic without having to scroll through each one

Please feel free to forward Continuous Communication to anyone you feel would like to updates about MICIP. Visit the MDE Email Management page to subscribe or unsubscribe to Continuous Communication.

Date	Summary of Communication
September 24	MICIP Going Live! MICIP is ready when districts are ready. Simplify your login process. Get connected to the MDE platform now! Engaging in Continuous Improvement - Determining Targets Dates, Your MICIP Questions Answered, Fall 2020 Michigan Continuous Improvement Conference; Download your PDFs from ASSIST by September 30
September 10	Engaging in Continuous Improvement - Identifying Targets, Your MICIP Questions Answered, Downloading PDFs from ASSIST, Fall 2020 Michigan Continuous Improvement Conference
August 27	Getting Ready to Access MICIP: Engaging in Continuous Improvement - Setting Goals, Your MICIP Questions Answered, Fall 2020 Michigan Continuous

**MDE Email Management page**

Resources

**MICIP**  
MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS

The MDE MICIP team has assembled this resource slide to provide additional learning around the Continuous Improvement Process and the MICIP platform.